

Durham E-Theses

L2 learners' knowledge of verb form-function relationships at different stages in the acquisition of English as a second language: a study of college learners' interlanguage in Zaire.

Mayala, Nsebang-Kimanese

How to cite:

Mayala, Nsebang-Kimanese (1991) L2 learners' knowledge of verb form-function relationships at different stages in the acquisition of English as a second language: a study of college learners' interlanguage in Zaire., Durham theses, Durham University. Available at Durham E-Theses Online: http://etheses.dur.ac.uk/1147/

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a link is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the full Durham E-Theses policy for further details.

The copyright of this thesis rests with the author.

No quotation from it should be published without
his prior written consent and information derived

from it should be acknowledged.

L2 LEARNERS' KNOWLEDGE OF VERB FORM-FUNCTION RELATIONSHIPS AT DIFFERENT STAGES

ACQUISITION OF ENGLISH AS A SECOND LANGUAGE:

IN THE

A Study of College Learners' Interlanguage
IN ZAIRE

by

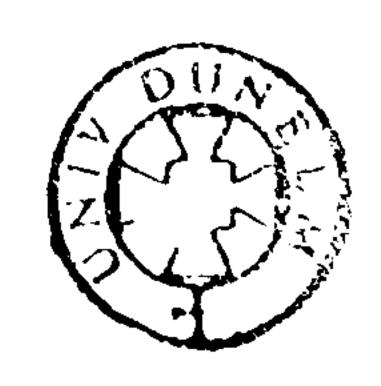
NSEBENG-KIMANESE MAYALA

Postgraduate Diploma (University of Essex)
MA (University of Durham)

A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy

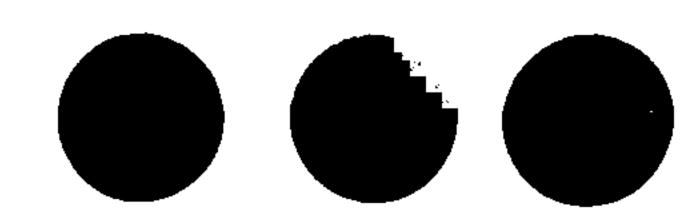
SCHOOL OF ENGLISH, UNIVERSITY OF DURHAM

The University of Durham June 1991



2 6 AUG 1992

Task one: Selective Deletion Gap Filling



Instructions:

Please fill in the numbered blanks with verbs in the appropriate tenses. Only one word is allowed for each blank.

PASSAGE

Kima is a freshman and he is (e.g., having) all the problems that most freshmen have. As a matter of fact, his problems (1. started) before he even left home. He had to do a lot of things he didn't (2. like) to do just because he was (3. going) to go away to college. He had his eyes (4. examined) and he had his cavities filled, although he (5. hates) to go to the dentist, and he got his watch fixed by a neighborhood jeweler.

Then, at his mother's suggestion, he (6. had) his father's tailor measure him for a suit. He didn't have a suit (7. made), though, because his father wouldn't let him order one. "You (8. are) still growing, son," he (9. said). "Buy yourself a pair of slacks and a sports jacket. Sedec (10. has) such a large selection that I am sure you will (11. find) something you like there." Kima's father always (12. suggested) Sedec for clothes. Kima went to Sedec to please his father but he didn't find anything he (13.liked) there, so he went to another shop to buy the slacks. He (14. took) them out of the boxes as soon as he got home so that his father would not notice where they (15. came) from.

When Kima was all ready to leave for school, his mother (16. suggested) that he visit all his relatives. "What (17. do) you want me to do that for?" he asked, and she (18. answered), "To say good-bye". She made him (19. go) to see his cousins in Binza, his uncle Meya in Lemba and his aunt Boyi who lives outside the city. He didn't want to visit all those people but he (20. did) it anyway because of his mother's insistence.

On the day that he (21.left) for college, his sister helped him pack his clothes. She (22.let) him borrow her suitcase because he didn't have one of his own. When everything (23. was) all ready he got his father to drive him to the station and the whole family (24. went) along. Of course his mother insisted on kissing him good-bye in spite of his embarrassment. As soon as the train (25. pulled) into the station Kima jumped on and hurriedly (26. found) his seat. By the time it pulled out he (27. was) already contempleting his new life away from home.

Task Two: Verb Correction



Each of the sentences below may have a verb tense error in it. Where you think the tense is incorrect, please underline the verb and then correct it. (e.g., 1). There are sentences in which you may have to delete (i.e., cross out) either part (e.g., 2) or a complete verb (e.g., 3).

Examples:

- 1. The chairman resigns yesterday. (resigned)
- 2. The killer puted the gun on the table and walked out. (put)
- 3. She was liked him very much before he died.

There are also sentences without any error, i.e., with correct verb forms. No sentence has more than one error.

- 1. This university attracts a lot of students because it have a good English department.
- 2. The little boy burned his finger while playing with a candle.
- 3. My brother sends me a present last month.
- 4. Can you see the man in a blue jumper over there? He costed the Football Team one million zaires.
- 5. The baseball player that Mac likes the best always try to hit a home run.
- 6. The man never gets arrested until he started drinking.
- 7. If Mary came tomorrow we could have a party.
- 8. Mrs Hockey is the oldest person in the village. She lives here all her life.
- 9. Peter has met the King in July last year.
- 10. John says he saws the driver who caused the accident.
- 11. She didn't go shopping because she loses the money her husband gave her.
- 12. According to her father, she is born in London.
- 13. This is a detective who always notice tiny details that other detectives miss.
- 14. Two graduate students on our programme leave school before the end of this year.
- 15. Linda mailed the letter before we came and told her the news.
- 16. Everytime the girl threw the ball in the air, the dog jumped and catched it.
- 17. I think the name of the murderer was broadcasted this morning.
- 18. The school inspector is here since yesterday.
- 19. Next Christmas falls on Monday.
- 20. I am sorry, but that wasn't me you hear.

Task Three: Multiple-Choice



Instructions:

In this test there are fifteen sentences. For each sentence there are four choices: A, B, C, and D. Tick ANY choice you think is acceptable/grammatical for each sentence. Some sentences have only one correct answer or choice, while others may have two or more acceptable choices.

Please think carefully before deciding which answer(s) to choose.

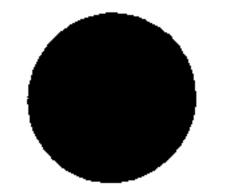
- 10 and a manually defect developed with the contraction of the contr
Examples:
Parents ——— disappointed when their children don't succeed in life.
A. felt B. have felt VC. feel D. are feeling
Mr and Mrs Smith —— beef for lunch this afternoon.
A. have \(\nabla B\). had \(\nabla C\). are having \(D\). have been
WHICH CHOICE(S) DO YOU THINK BEST REFLECTS THE CORRECT MEANING(S) IN THE
FOLLOWING SENTENCES ?

- 1. You can't see the headmaster now because he ———.
- A. is sleeping B. sleeps C. is asleep D. has slept
- 2. When his wife goes away at the week-end he ——— her to come back in time.
- A. asked B. is asking C. asks D. had asked
- A. had B. was C. is D. has
- 4. Can you see the man who —— at the bus stop?
- A. stand B. stands C. is stood D. is standing
- 5. One of the burglars ——— into the water although it was ice-cold.
- A. was jumped B. jumped C. was jumping D. jumps

6. Bill says that Mary ——— a lot of letters recently.
A. is writing B. writes C. wrote D. has written
7. Andrew is the only boy who ——— to school every day.
A. is walk B. is walking C. walks D. walking
8. Schooling — much more these days than it used to fifty years ago.
A. costs B. has cost C. cost D. is costing
9. Everybody believes that she ——— too much.
A. talks B. is talking C. has been talked D. talking
10. Many students in this college ——— a test right now.
A. takes B. is taking C. are taking D. take
11. What ——— since you came here?
A. did you learned B. do you learn C. have you learnt D. did you learn
12. This isn't the car Peter ——.
A. buys B. has bought C. is buying D. bought
13. We haven't seen their eldest son for two years. He might ————————————————————————————————————
A. leave B. has left C. left D. have left
14. Whenever he ——— tired, he let the students leave the class early.
A. feels B. had felt C. felt D. was feeling
15. Many people admit they ——— their fingers while cooking.
A. have burned B. had been burning C. having burnt D. have been burned

Task Four: Grammaticality and Time-Tense Relation







Instructions:

- 1. In each of the following sentences decide on whether the underlined verb refers to the past, present or future time.
- 2. When would someone use such a sentence?

Example:

She lived in London for ten years.

Time: ..past....

Explanation: when describing an event/happening that took place before the present moment.

WHAT DO YOU THINK OF THE FOLLOWING SENTENCES?

- 1. He is giving his paper next week.
- 2. It is time we had a holiday.
- 3. He just walks into the room and sits down in front of the fire without saying a word to anyone.
- 4. If you wanted to you would make a lot of money.
- 5. Assuming Janet has arrived tomorrow, we can leave.
- 6. John: Did you want to speak to me?

Old man: Yes, I hoped you would give me a hand with the painting.

- 7. Tomorrow we leave.
- 8. The teacher advised them to read the book.
- 9. John tells me that you are having an affair with my wife.
- 10. You take the first turning on the left past the roundabout, then you cross the bridge and bear right until you reach the public library.

